THE CITADEL

CONTINUITY OF INSTRUCTION PLAN

Updated July 2026

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Introduction

The Citadel is committed to the Continuity of Instruction in the event of an emergency disruption that may result in the suspension of all activities and classes on campus. The Continuity of Instruction Plan is the continuation of education in the event of a prolonged campus closure. This plan promotes the continuation of teaching and learning despite circumstances that interrupt face-to-face classes on campus, as well as the ability for professors to provide online instruction.

Many considerations play a role in the delivery of coursework, such as students needing to evacuate campus or shelter in place, accessibility to the internet, type of course, and the length of time that an alternative learning environment or alternative teaching schedule must be maintained. There are varieties of viable distance learning methods that can be utilized, provided that the professor and students have access to power and internet connectivity. The following considerations, information, and resources can support The Citadel faculty and staff for Continuity of Instruction in the event of a short or long-term closure.

Purpose

The purpose of this document is to provide a Continuity of Instruction Plan and resources to conduct classes during a temporary closure or relocation of on-campus and off-campus instruction for unforeseen circumstances consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Emergency Temporary Relocation of Instruction Policy. This applies to any disruption to campus operations. Possible reasons for the disruption of classroom instruction include, but are not limited to:

- Major Hurricane Event
- Pandemic illness
- Natural disaster
- Unsafe conditions on campus
- LMS outage or third-party cybersecurity incident affecting The Citadel's approved Learning Management System

Policies and Related Items

- All faculty are required to load their syllabi into The Citadel's approved Learning Management System (LMS) beginning with the spring 2021 semester.
- All faculty are required to maintain grades within The Citadel's approved LMS gradebook beginning with the fall 2021 semester. All student work that supports the grade must be included within the LMS as evidence of the grade achieved and cannot be in a third-party tool.
- It is expected that assignment deadlines will be adjusted for both face-to-face, online, and hybrid courses in the event of a campus closure, evacuation in the region, or prolonged power outage. For students sheltering in place on campus, specific due dates will be required for posted COI assignments.
- As established in the Faculty Manual, Deans, Directors, and department chairs/Heads maintain oversight and responsibility for the quality of teaching in face-to-face, online, and hybrid courses.
- Related SACSCOC Policies are located in Appendix F and G of this document.

Preparedness

Preparedness is the key when coping with a disaster and/or emergency that, by nature, is

unpredictable. To ensure academic continuity, we recommend that faculty and staff perform the following preparedness activities:

- Be informed of how to get campus and technology alerts.
- Be informed of where and how to get help with technology.
- Gather and secure updated contact information.
- Back up critical class materials.
- Practice clear and effective online communication with students.
- Protect your remote location (home/personal) computers with anti-virus software. All Citadel computers should already have Symantec Antivirus installed and running.
- Prepare to conduct classes during a disruption by using The Citadel's approved Learning Management System (LMS).
- Add course policies to your syllabus on how you will continue instruction in the event of an emergency or disaster.
- Prepare a draft communication to send to students referring to the syllabus contingency plan if college closure is imminent (including taking their valuables including books and a computer).
- Conduct practice drills that will help you prepare to access all vital college systems from off campus.
- Upload your syllabi to The Citadel's approved LMS at the start of each semester and maintain your gradebook within it.
- Include in your plan how you will make up labs including a timeline and lab alternatives using online simulations or on-campus make-up schedules.
- Download your course roster with student email addresses from the LMS at the beginning of each semester and store it locally on your computer and in OneDrive. In Canvas, navigate to New Analytics, click the Reports tab, select Class Roster, and run the report to download a CSV file that includes each student's Citadel email address. This is your primary contact mechanism if the LMS is unavailable.
- Store all materials required for grading, including exam files, rubrics, assignment instructions, and any reference documents students need, in OneDrive and not exclusively in the LMS. This ensures you can share them through alternate channels if needed.
- Pre-identify an alternate assignment submission channel before finals week. Acceptable options include Citadel email (using BCC when contacting multiple students to protect privacy) or a shared OneDrive folder. Document your alternate submission method in your syllabus.
- Subscribe to real-time outage notifications from Instructure's Status Page (status.instructure.com) and from the ITS System Status Page to receive proactive alerts about LMS availability.

Campus and Technology Alerts

BULLDOG ALERT APP

- Join The Citadel's Notification App that sends Bulldog alerts by text message and/or email. The Bulldog Alert app can be downloaded from the Apple App Store or Google Play Store.

CHECK ITS OUTAGES

- Visit the ITS System Status Page.
- The current date will be highlighted, and any outages will be listed. You can also click a date to see any outages for that day.

Getting Help with Technology

For assistance with the LMS and Instructional Support for teaching or learning online, contact the

The Center for Excellence and Innovation in Teaching and Learning (CEITL) at

- Email ceitl@citadel.edu
- Call 843-953-TEAM (8326)

If you or your students need *technological support* on how to access MyCitadel or email off campus, contact the ITS Help Desk:

- Use the Hotline System (also accessible through MyCitadel)
- Call 843-953-HELP (4357)

Modify Your Syllabus

It is important to provide clear expectations to students in your course syllabus for weather and campus emergencies as well as providing continuity of instruction. Please include the following mandatory language in your syllabus:

WEATHER & CAMPUS EMERGENCIES

In case of adverse weather, or other campus emergencies, critical information will be posted on the Bulldog Alert homepage and pushed to the email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts or The Citadel's approved LMS. If you have not yet updated your contact information or set up course notifications within The Citadel's approved LMS, you should do so immediately.

CONTINUITY OF INSTRUCTION

During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and The Citadel's approved LMS. In the event of such an emergency, check your Citadel email account and The Citadel's approved LMS course announcements page for instructions.

LMS OUTAGE OR TECHNICAL DISRUPTION

In the event that the LMS becomes unavailable due to a technical outage or security incident, all course communications will shift immediately to your Citadel email account. Instructors will contact students at their Citadel email address with instructions for any pending assignments, exams, or grade-related activities. Materials needed for coursework will be shared via Citadel email or a shared OneDrive link. Do not respond to any message asking for your LMS login credentials, password, or personal information while an outage or security incident is active. Check the ITS System Status Page and Instructure's Status Page (status.instructure.com) for updates on LMS availability. Citadel ITS will never ask for your password by email.

Gathering and Securing Updated Contact Information

Immediately following the drop/add period, we recommend that you access Banner and verify student enrollment. We also recommend that you document and safely store student email addresses and phone numbers in a separate file. We also recommend that you collect students' alternate contact information during the first week of class including:

- Alternate email addresses
- Primary phone number
- Secondary phone numbers

You may also wish to use The Citadel's approved LMS to create an assignment to collect alternative contact information. This will ensure that this information is available in one place. Once all students have submitted their information, we recommend that you download this information and store it in a safe place. You may also create an email distribution list with student's alternate email addresses. Additionally, encourage students to keep their contact information up to date and inform you of any changes as soon as they occur.

Backing up Course Materials

Having a backup of your teaching materials and student materials and then storing them on *OneDrive* ensures that you can access class materials even if you cannot physically access your office computer. You can also save your backup files on a flash drive or external hard drive.

Back up critical teaching materials including:

- Syllabus
- Lecture files and notes including screencasts, voiceover PowerPoints, etc.
- Discussion topics
- Assignments with instructions and any files students may need
- Quizzes/Exams
- Grades

You may also back up student submissions including assignments, discussion posts, email messages, and any feedback. Lastly, encourage students to back up class materials including:

- Syllabus
- Class schedule
- All materials they submit to you, including assignments, discussion posts, and email messages.
- Your feedback
- Grades

Communication during a Campus Closure

It is important to communicate with your classes within 48 hours following an emergency event. Let your students know that you are available and that you will be monitoring the situation closely regarding a campus reopening or a transfer to an alternative instruction delivery method.

USE THE LMS CLASS LISTS

To email a class, you can send a message or post an announcement through The Citadel's approved LMS. If the LMS is down, ITS will send instructions on how to locate this information in ARGOS.

DO NOT USE SOCIAL MEDIA TOOLS TO SEND MESSAGES TO YOUR STUDENTS

Social media sites including Facebook, Instagram, Snap Chat, X (formerly Twitter), and TikTok do not ensure privacy and are not authorized nor approved to be used to communicate with students due to possible Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) violations.

VIRTUAL CONFERENCING

Zoom makes it easy for Citadel faculty, staff, and students to participate in optional class sessions, host virtual office hours, collaborate remotely on research, host real-time video conversations, host live web broadcasts, and record to the cloud or computer for easy sharing. For help with your Zoom account please contact CEITL at ceitl@citadel.edu.

Instructional Continuity Planning via The Citadel's Approved LMS

When classroom instruction is interrupted due to a disaster or an emergency, you will need to use alternative methods and tools to continue class activities at a distance. Your class activities may vary depending on the subject you are teaching and the kinds of teaching methods you use as well

as conditions where students are sheltering on campus or evacuating. However, the following are core categories of class activities that you will need to continue asynchronously:

- Communicating with Students
- Delivering Course Content (Asynchronously)
- Encouraging Student Participation: Answering Questions, Discussion Forums
- Administering Assignments, Tests, and Grades with assigned due dates

Communicating with Students via The Citadel's Approved LMS

ANNOUNCEMENTS

To communicate with the entire class within the LMS, add an Announcement. A copy of the announcement will also be sent to your students' Citadel email accounts.

EMAIL THROUGH THE LMS

To communicate with just a few students or an individual student, you can send a message via the email feature. Messages are sent to each recipient's Citadel email account.

DISCUSSION BOARDS

To manage student inquiries, it is recommended that you create Discussion Threads by topic or date. You can ask students to post their questions there instead of emailing you with the questions. You can also post discussion questions about course readings, lectures, etc.

Delivering Course Content and Due Dates

Faculty will be notified as to the learning modality via email from the Provost's Office. During a hurricane, learning will likely be asynchronous meaning students will complete coursework and learning at various times within posted and possibly extended due dates based on students sheltering in place either on campus or at home or students being evacuated or having a loss of power. In all scenarios, you are encouraged to record lectures and post them in the LMS. You may choose to hold an optional online virtual class session or online office hours; however, students will not be required to attend. You are required to use The Citadel's approved LMS for all coursework and The Citadel's approved virtual conferencing system. CEITL can assist you in the best way to deliver recorded content via the LMS. Recommended options are Zoom (recorded videos) and Canvas Studio.

In the event of a hurricane and based on conditions including sheltering in place or mandatory evacuation/loss of power, please note the following guidelines for assignment due dates:

SHELTERING IN PLACE (ON-CAMPUS OR AT HOME)

Assignments will be posted for students to complete ideally while students are sheltered in place and consistent with due dates from face-to-face courses. Online course due dates would not be adjusted.

MANDATORY EVACUATION AND/OR LOSS OF POWER

Assignments will be posted for students to complete with extended due dates based on evacuation and reopening of campus or status/length of loss of power.

Encouraging Student Participation and Engagement

To encourage regular and substantive student participation and engagement, please use Discussion Boards. CEITL can assist you in creating Discussion Boards and prompts.

Administering Assignments, Tests and Grades

You should post assignments, tests, and assign grades within The Citadel's LMS. All instructors must use and maintain The Citadel's LMS gradebook for every course, regardless of the course modality. For tutorials on how to create and post assignments and/or tests or for information on proctoring online tests, please contact CEITL at ceitl@citadel.edu. Note: We recommend that you back up all grades stored in The Citadel's LMS by exporting them via Excel.

LMS Outage and Cybersecurity Incident Protocol

This section addresses continuity of instruction when The Citadel's approved LMS is unavailable due to a technical outage, a vendor-side security incident, or an institutional decision to restrict access as a precautionary measure. The LMS is a cloud-based platform hosted by a third-party vendor. Because it operates on external infrastructure, outages may result from factors outside the control of Citadel ITS, including third-party security incidents affecting institutions globally. The plan as a whole assumes the LMS is available; this section provides guidance for when it is not.

MONITORING LMS STATUS

Faculty, staff, and students can check LMS status at any time by visiting Instructure's Status Page (status.instructure.com). ITS and/ or CEITL will communicate through Citadel email when a confirmed outage or security incident affects campus operations. For institutional documentation purposes, CEITL will download and store grades for all students in all classes on the first day of each month.

TIERED RESPONSE BY OUTAGE DURATION

Short-term outage (under 2 hours)

Monitor the Instructure Status Page and ITS communications. No instructional pivot is required. Faculty with assignments due during this window should extend submission deadlines by at least the duration of the confirmed outage.

Extended outage (2 to 24 hours)

Faculty should notify students via Citadel email using the pre-downloaded course roster. Provide students with any materials needed for pending work and communicate revised expectations. Assignment due dates should be extended by at least 24 hours beyond confirmed restoration of the LMS.

Major or security-related outage (24 hours or more, or confirmed security incident):

The Provost's Office will issue campus-wide guidance via Citadel email. Faculty must activate alternative delivery and submission procedures. CEITL will provide direct faculty support. The Registrar's Office will assess grade submission deadline extensions in coordination with the Provost's Office.

CYBERSECURITY INCIDENT: PHISHING AWARENESS

Following a confirmed breach involving LMS user data, phishing attempts targeting The Citadel community are a significant and predictable risk. Attackers may use real course names, instructor names, student IDs, and assignment details to craft convincing fraudulent messages. Faculty and students should be aware of the following:

- Citadel ITS will never send an email asking for your password or login credentials.
- If the LMS prompts you to log in, click a link, reset a password, or take any urgent action while a security incident is active, do not proceed. Close the tab immediately and contact ITS.
- Report any suspicious email or LMS-related message to ITS immediately.
- Be especially cautious of messages referencing specific course assignments, grades,

financial aid, or account verification in the days and weeks following a reported breach. ITS will rotate LMS API keys, LTI tool credentials, and SSO tokens following any confirmed security incident and will communicate completion of those actions to the campus community.

ALTERNATIVE FINAL EXAM AND GRADE SUBMISSION PROCEDURES

Faculty are expected to use good judgment and to prioritize fairness to students when an LMS outage occurs during a grading period or final exam window. The following options are available without requiring prior Provost approval, provided the faculty member notifies their department head and documents the accommodation taken:

- Administer the final exam via email: faculty send the exam to students at Citadel email addresses and students return completed exams by a stated deadline, also via Citadel email.
- Administer the final exam in person using a paper-based format at the scheduled exam time and location.
- Convert a closed-book LMS exam to a take-home format submitted via Citadel email.

GRADE SUBMISSION DEADLINE EXTENSIONS

In the event of an LMS outage that disrupts the final exam period or grading window, the Registrar's Office, in coordination with the Provost's Office, may extend the grade submission deadline. Faculty should not submit partial or inaccurate grades under time pressure due to an outage. Contact your department head and the Registrar's Office directly if you need additional time as a result of a confirmed outage. In severe or prolonged disruptions, the Provost's Office may authorize emergency grade designations in coordination with the Registrar. Faculty will be notified by the Provost's Office if emergency grade procedures are activated. SACSCOC policies in Appendices E and F apply to any use of emergency grade designations.

NEW QUIZ GRADE RECOVERY

In the event that an LMS outage occurs while a New Quizzes-based exam is in progress, student attempt data may exist in the system but not appear in Grades or SpeedGrader after service is restored. To recover a student attempt that is not appearing: open the quiz, select Build, navigate to the Moderate tab, and search for the student's name. If the attempt is listed, it can be pushed to Grades by selecting the attempt link, scrolling to the bottom, temporarily adjusting Fudge points to 1 then back to 0, and clicking Update. Results Updated will confirm success. Contact CEITL at ceitl@citadel.edu for step-by-step support if this issue is encountered.

Appendix A. Policies

1. **Withdrawals:** The course withdrawal deadline may be extended until the last day of class.
2. **Extension of Assignment Deadlines and Extended Time on Test Policy During this Emergency:** Learning online may affect a student's ability to complete assignments/tests at the scheduled time and in the allocated time. Therefore, flexibility in assignment deadlines and extension of time during tests is considered an appropriate accommodation for all students. (Please see guidance in the contact hour/parity table found in our Distance Learning Handbook which can be found under the resources section of the CEITL website (for recommended time allotments for learning online). Note: All accommodations for students with disabilities still apply and flexibility guidelines would be in addition to established accommodations to account for the online learning environment. Please contact Disability Services if you have specific questions about students with disabilities.
3. **Virtual Labs:** see virtual lab policies in Appendix B.
4. **Exam Proctoring:** Faculty who teach distance education courses and give closed book exams are required to use The Citadel's online proctoring service, Respondus Monitor LockDown Browser, or collaborate with the Student Success Center (SSC) to coordinate proctoring. Options for proctoring are listed in the Distance Learning Handbook. The COI Taskforce recommends that faculty follow this process when possible. Faculty should confirm that all students in the course have the appropriate equipment in order to participate in the proctored exam. If students do not have access, faulty should make reasonable accommodations to include but not limited to:
    - Use of LockDown Browser without recording if a student does not have access to a webcam
    - Use of Honor statements
    - Use of proctoring service available by the Student Success Center (**Note:** these are limited during this emergency and must be coordinated with their office)
    - Other accommodations deemed reasonable by the faculty or their department head
5. **Department-level Observer Access:** The Citadel's Distance Learning Handbook outlines the normal expectation for Department Head access to online courses; "Department head(s)/chair(s), program director(s), peer reviewer(s), and/or deans will have access to online courses in their department/school to evaluate course delivery." The department head will be given departmental observer level access to these online courses upon request. During Continuity of Instruction the expectation is that department head(s)/chair(s), program director(s), deans, and /or a delegate from the department or school will be given departmental observer level access to courses in The Citadel's approved LMS The Departmental Observer will have access to view course content and discussion boards, and course gradebook.
6. **Course Withdrawal Process for COI:** The course withdrawal process typically requires the student to get the signatures of the faculty teaching the course and the advisor. For the remainder of the semester, the students are encouraged to follow this process. However, if they are having difficulty engaging these faculty members, the student can engage the Office of the Associate Provost for Academic Affairs to complete the withdrawal process with the student's department head. The office of the Associate Provost will advise the student and notify the faculty teaching the course and the advisor if withdrawal is approved.

Adopted spring of 2020

Appendix B. Continuing Instruction of Laboratory Classes at a Distance

PURPOSE

The Continuity of Instruction Plan (COIP) provides guidance on how to continue instruction at a distance in the event of an emergency disruption that results in the suspension of all activities and classes on campus. In the event of campus closure and implementation of our COI Plan, faculty and students will still be responsible for completing laboratory courses and continuing instruction at a distance. The following Continuation of Laboratory Instruction Plan (COLIP) provides specific recommendations for faculty in the challenging task of maintaining laboratory classes at a distance.

PLANNING STEPS

When planning alternate laboratory activities:

1. Identify the learning outcomes for each activity. Some recommendations are provided below:
    a. Developing a Scientific Habit of Mind
        i. Follow a procedure
        ii. Take detailed notes
        iii. Perform replicate measurements
    b. Observational Skills
        i. Record visual, auditory, olfactory, or tactile phenomena
        ii. Utilize an instrument to record phenomena
    c. Safety Skills
        i. Complete procedures/activities safely
        ii. Evaluate a situation for safety concerns
    d. Physical Skills
        i. Demonstrate the ability to use equipment, e.g., pipette, buret, microscope, electronics
    e. Processing Skills
        i. Create a scientifically valid hypothesis
        ii. Demonstrate the ability to communicate observations, analyses, and conclusions
        iii. Demonstrate the ability to evaluate results
    f. Quantitative Skills
        i. Graph data to gain insight on phenomena
        ii. Perform calculations to obtain new knowledge
        iii. Evaluate the significance of data
2. Decide whether hands-on activities are required to achieve your course/lab outcomes. In making this decision, you should carefully consider safety, the availability/cost of materials/equipment, and the nature of the home environment.
3. If hands-on activities are deemed necessary, the following actions must occur:
    a. Students need to be given safety guidelines appropriate for the activity.
    b. Students must pass a quiz based on these safety guidelines.
    c. See **Section A** for additional guidelines.
    d. As a second level of review, the Department Head must approve the activity.
4. If hands-on activities were deemed unnecessary, an appropriate alternative would need to be provided. (See Steps 3-5).
5. Provide an alternative learning activity. There are many resources that you may draw from. See **Section B** for a list of these for various disciplines. However, once you choose the activity, you should complete the activity yourself to prepare for student questions and concerns. As you complete the activity, pay attention to:
    a. Any instructions or procedures that may need additional clarification.
    b. Opportunities for students to record data or observations.

    c. Opportunities to assess student performance.
6. Design your assignment:
    a. Include learning objectives.
    b. Include links or references to any instructional materials students may need to review prior to completing the activity, e.g., textbook/lab manual reading, videos, and webpage.
    c. Include instructions for:
        i. Accessing the virtual lab resource (e.g., full HTML, link in The Citadel's approved LMS, directions for accessing textbook resources)
        ii. Completing the activity
            1. Consider including screenshots of any part of the virtual activity that is not self-explanatory.
            2. If the activity is not self-correcting or does not provide a scoresheet, consider creating a "student data sheet" for students to record data and observations.
        iii. Documenting activity completion
            1. Will students submit a screenshot of their virtual progress or scoresheet?
            2. Will students complete an instructor-created assignment, e.g., a datasheet, analysis questions, or lab report?
            3. Will students be expected to apply the information acquired from the activity to a second assignment, e.g., quiz, discussion board, problem set, or case study?
        iv. Submission of any required documentation.
    d. Explain how you plan to assess/grade the activity.
        i. Will you provide a grading rubric?
        ii. Will students get credit for completion? Correctness?
        iii. How will the virtual activity count in your grading? Will it be the same as another planned assessment or will it be weighted differently?
    e. Include a due date.
7. Post your assignment to The Citadel's approved LMS.
    a. Choose a consistent location/method for posting all virtual assignments.
    b. Be consistent with posting new activities and deadlines. For example, what is the expected learning cycle—one activity per week? What day of the week should students expect to have deadlines?
    c. Choose a consistent method for student submission. Will it be through a discussion board, as an assignment, through a journal, or through a quiz?

EXAMPLE OF HOME LAB SAFETY GUIDELINES

The following rules should be included in courses that require *any* type of hands-on activity or outing.

- You are responsible for following lab safety procedures to keep yourself and others in your environment safe as you complete all home labs and activities associated with this course. If an activity feels unsafe, stop immediately and ask for further guidance before continuing with the procedure.
- ALWAYS read the assigned home lab activity completely—from start to finish—BEFORE you begin.
    - Take note of any specific safety guidelines or reminders for a given lab activity or assignment.
    - If you are unsure of the procedure after reading the protocol, contact the instructor for clarity before starting.

The following guidelines are suggested for courses involving any "wet lab" activities:

- Read through the information contained in the Safety Data Sheets if/when they are provided.
- Select a safe site for lab activities in your home. The kitchen is recommended, but any well-ventilated place that has a flat and stable working surface, has access to water, and can be cleaned easily in the case of spills is recommended.
- Keep laboratory materials safely away from children and pets.
- If possible, keep all unauthorized people out of your selected site when chemicals are in use in order to avoid any unforeseen accidents. If anyone is allowed to observe you or participate in experiments, follow all of the proper safety rules.
- Do not eat, drink, or prepare food while conducting the lab experiment.
- Never place any instruments or materials in your mouth.
- Always wear approved eye protection when doing your lab activities.
- Confine long hair when doing your lab activities.
- Wear closed-toe shoes when doing your lab activities.
- Use disposable containers for any lab involving chemicals - you do not want to prepare food in a vessel used for an experiment.
- If you use non-disposable measuring cups or measuring spoons, wash items thoroughly before using them for other home purposes.
- Label all materials clearly and make accurate observations and measurements so that you do not make mistakes or need to repeat experiments.
- You may be asked to use several home appliances (blender, microwave, etc.) to complete your experiments. Please follow all manufacturers' guidelines.
- Be sure to thoroughly clean up after working on labs—the lab area, utensils and WASH YOUR HANDS!
- Be prepared for Emergencies: Have the following emergency equipment handy in your working area: a fire extinguisher, water, a first aid kit, and a telephone.

The following guidelines are suggested for courses involving any outdoor activities

You are responsible for your own safety when participating in an outdoor field activity. This involves properly preparing for the trip ahead of time and being aware of your surroundings while conducting the activity.

- Plan ahead for the trip by:
    - Review any posted policies or regulations of the location you are visiting and make a plan to abide by them.
    - Check the weather and dress appropriately.
    - Bring sun protection and insect repellent.

    - Bring sufficient water to stay hydrated.
    - Bring a first aid kit.
    - Bring a cell phone or another device so that you will be able to call for help in the event of an emergency.
    - Let someone know when and where you are going.
- Be aware of your surroundings by:
    - Watch out for poisonous plants, dangerous animals, or stinging insects.
    - Avoid unexpected hazards like flooding, broken glass, fallen trees, etc.
- Be reminded that while participating in a class activity, you are representing The Citadel and are expected to be respectful.
- Follow the “leave no trace” principles: dispose of waste properly, leave what you find, respect wildlife, and be considerate of other visitors.

NOTE: More detailed information regarding Home Lab Safety for particular experiments and activities should be placed at the beginning of each lab protocol or assignment description.

LIST OF RESOURCES FOR VIRTUAL LABS

Multi-disciplinary:

JoVE Video Library
Merlot Collection
PhET Interactive Simulations
NMSU Virtual labs
Molecular Workbench
Novalabs
Wisconsin online
The Nobel Prize Lessons and Games

Biology:

HHMI Biointeractive
Learn Genetics
Bioman
Rutgers Virtual Biology labs
WOW Biology
Virtual Labs Stanford
MaxAnimations

Chemistry:

ChemCollective
Chemistry Solutions
ChemReaX: Chemical Reaction Simulator:
ChemReaX: Chemical Reaction Simulator
Davidson Virtual Chem Labs
Electrolyte Solution Simulator
Oxford Virtual Chemistry
Titration Screen Experiment
Ideal Gas Law Virtual Laboratory
ACD Chemsketch

Physics:

The Physics Classroom
Hyperphysics
UCLA E-physics
My Physics lab.com

Appendix C. Provost Area COI Preparation Plan

This plan is designed to provide a list of tasks and duties that should be accomplished by the Provost Office and supporting areas in the preparation for COI. Each of these tasks and actions included in this plan will be balanced against the threat of storm damage to the campus.

OPCON 3:

1. Review Hurricane, Inclement Weather, or Pandemic Plan. Provide changes and revisions as needed.
2. Monitor tropical and pandemic activity – All faculty and academic staff.
3. Review Continuity of Instruction Plan – All faculty.
4. Confirm the most current version of your syllabus is uploaded to the LMS – All faculty.
5. Notification sent to the campus community on storm status – OCM.

OPCON 2:

1. Reminders to back up all course material are sent out – Deans and Department Heads.
2. Confirm accurate contact information for all faculty and staff – Deans and Department Heads.
3. Confirm accurate contact information for students as outlined in COI – All Faculty.
4. Notification sent to the campus community on storm status – OCM.

OPCON 1: (EVACUATION IS IMMINENT).

1. Notifications are sent to the campus community on storm/pandemic status and students are reminded to take course materials and computers with them on evacuation – OCM.
2. Office and lab computers are powered down and unplugged – Deans and Department Heads coordinate.
3. Physical protection is put in place to protect records, archives, and museum items – Registrar and Library staff.
4. All personnel will evacuate the work area.

RECOVERY AND REOPENING OF THE CAMPUS:

1. Contact students via email and adjust deadlines on your syllabus based on time missed from the storm. This includes online classes.
2. Execute your Continuity of Instruction Plan to ensure all learning outcomes and missed instructional contact hours are made up and documented.
3. Upon returning to campus, report any damaged computers, records, archives, or museum items to a supervisor.

LMS SECURITY INCIDENT / OUTAGE RESPONSE TRACK

In addition to the weather-based OpCon framework above, the following parallel track guides Provost Area staff when the LMS is disrupted by a technical outage or security event.

Awareness Phase:

Instructure reports a cybersecurity incident or the LMS experiences an unplanned outage. ITS monitors the situation and posts updates to the ITS System Status Page. CEITL is notified. No student or faculty action is required at this stage, though faculty with imminent exams or grade deadlines should begin preparing alternative procedures.

Active Outage Phase:

The LMS is inaccessible or has been taken offline. Faculty activate alternative communication procedures using pre-downloaded course rosters and notify students via Citadel email within two hours. Faculty with graded work due or exams scheduled communicate revised expectations. The Provost's Office sends a campus-wide communication via Citadel email. CEITL activates direct faculty support.

Extended or Institutionally Disconnected Phase:

The LMS has been offline for 24 or more hours, or The Citadel has proactively restricted access due to security risk. CEITL activates full LMS outage protocols. The Registrar's Office assesses

grade submission deadline extensions. ITS begins token and key rotation for LMS integrations. The Provost’s Office issues guidance on final exams and grading accommodations. A phishing awareness communication is sent to the campus community by ITS and CEITL.

Appendix D. Faculty Checklist

The following are provided to facilitate and focus attention on preparation for a catastrophic event.

- Backup all teaching material and gradebook
- Attend the approved LMS and other required training sessions
- Test communication/email tools
- Revise syllabus to include required COI language
- Ensure Just-In-Time and Just-In-Case content is readily available or can be generated as needed remotely
- Download course roster with student email addresses from the LMS (Canvas New Analytics) and store locally and in OneDrive
- Store exam files, rubrics, and grading materials in OneDrive, not exclusively in the LMS
- Pre-identify an alternative assignment submission method (Citadel email BCC or shared OneDrive folder) and document it in the course syllabus
- Subscribe to LMS status alerts at status.instructure.com and the ITS System Status Page

Appendix E. SACSCOC Credit Hour Policy Statement

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

CREDIT HOURS

Policy Statement As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission's expectations regarding credits and to set forth the federal regulations regarding the award of credit.

Federal Definition of the Credit Hour. For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

Guidelines for Flexibility in Interpretation. An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes. The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

- The institution determines the amount of credit for student work.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.
- The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods,

measurements of student work, academic calendars, disciplines, and degree levels.

- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

The intent of the above flexibility as provided by Federal guidance is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.

Commission Obligations in the Review of the Credit Hour. SACSCOC reviews the institution's (1) policies and procedures for determining credit hours, including clock to credit hour conversions, that the institution awards for coursework and (2) the application of its policies and procedures to its programs and coursework. Following the evaluation, the Commission is obligated to make a reasonable determination regarding the institution's assignment of credit hours and whether it conforms to commonly accepted practice in higher education. In doing so, the Commission may use sampling or other methods in its evaluation. As with the identification of non-compliance with other standards, the Commission is obligated to take action in accord with that used in relation to other standards of non-compliance. If the Commission finds systemic non- compliance with this policy or significant non-compliance regarding one or more programs at the institution, the Commission is required to notify the U.S. Secretary of Education.

Procedures

1. Institutions preparing Compliance Certifications in anticipation of reaffirmation of accreditation (accredited institutions) or initial membership (candidate institutions). The institution will be required to document compliance with Standard 10.7 (*Policies for awarding credit*) as relates to credit hours. If the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with Standard 10.7 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

2. Institutions undergoing substantive change review related to an academic program review in anticipation of continuing accreditation. The institution will be required to address Standard 10.7 (*Policies for awarding credit*) as part of its prospectus (program expansion) or application (degree level change). Following review of the prospectus, SACSCOC staff will refer the substantive change case to the Commission's Board of Trustees if there is evidence of non-compliance with Standard 10.7. For substantive change cases involving level change, the application will automatically be forwarded to the Commission's Board of Trustees.

As a result of Board review that may include a site visit, if the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with Standard 10.7 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

3. The Commission is not responsible for reviewing every course and related documentation of learning outcomes; rather, the Commission will review the policies and procedures that the institution uses to assign credit hours, with the application verified by a sampling of the

institution's degrees and non- degree programs to include a variety of academic activities, disciplines, and delivery modes.

4. The review process for sampling encompasses a varied sample of the institution's degree and non-degree programs in terms of academic discipline, level, delivery modes, and types of academic activities. In reviewing academic activities other than classroom or direct faculty instruction accompanied by out- of-class work, the Commission will determine whether an institution's processes and procedures result in the establishment of reasonable equivalencies for the amount of academic work described in paragraph one of the credit hour definition within the framework of acceptable institutional practices at comparable institutions of higher education for similar programs.

5. The Commission will notify the U.S. Secretary of Education of its findings of systemic non-compliance with this policy or Standard 10.7 or of significant non-compliance regarding one or more programs at the institution only after the Commission follows its review process that includes notification to the institution of non-compliance and a reasonable time period for the institution to respond to the citations and provide documentation of compliance.

Document History
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Appendix F. SACSCOC Emergency Temporary Relocation of Instruction Policy

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

Emergency Temporary Relocation of Instruction

In emergency situations, institutions may request temporary relocation of on-campus and off-campus instruction. Emergency relocations are for unforeseeable situations such as natural disasters, fires, or other extraordinary circumstances. Emergency relocations are not applicable to foreseeable situations such as renovations, one-time program offerings, or responses to employer requests. Unlike routine relocations in which a site permanently relocates to another single site, emergency relocations *temporarily* move instruction to another single site or to multiple other sites.

Institutions should submit requests in writing to the Commission. In the interest of time, requests may be emailed from the liaison or CEO to the president of the Commission with a copy to the director of substantive change. Include, for each site to be relocated:

- an explanation of the circumstances and rationale for the relocation, the name and current physical address of instruction,
- the name and physical address(es) to where instruction will temporarily relocate, the effective date of the relocation, and
- the estimated date – **no more than 60 days after the effective date** – on which all instruction will return to the original site.

The Commission will accept notification for a maximum of 60 days. If instruction cannot return to the original location by the estimated date, the institution should contact the Commission, in advance, to request an extension of up to 60 days. If instruction cannot return by the end of the extension, the institution may request another extension subject to approval by the Executive Council of the SACSCOC Board of Trustees. If the institution determines a permanent relocation is necessary, Commission policies for campus relocation, off-campus instructional site relocation, and approval of new off-campus instructional sites will apply.

The Commission will respond by letter and by email. *Endorsed by SACSCOC Executive Council, December 2017*

Appendix G. The Citadel's Online Instructional Contact Hour Guide

This guide can be used to complete the Online Instructional Contact Hour Table in. Please contact CEITL for an Excel version of this document at ceitl@citadel.edu.

Course Component Direct Instruction	Description	Hours Per Occurrence
Blogs and Reflective Journals	Application of learning through reflective analysis and application to the subject matter. 1 hour per page.	1 hour
Case Study	Faculty-directed activity requiring in-depth application, synthesis, and evaluation related to course objectives. Includes faculty feedback and assessment.	Time estimated by faculty
Clinical Supervision On-Site	Face-to-face weekly clinical supervision.	1:1 hours for the length of experience
Consultation / Meeting / Conference	This can include phone meetings, in-person or other multimedia communication with formative or summative feedback.	1:1 hours for the length of the event
Discussion Boards	Faculty-directed threaded discussions that relate directly to course objectives. Thoughtful analysis of course material and readings as well as reflective and insightful comments on the posts of others is expected. Time allocation will depend on the complexity of the post and/or response.	Post- 0.5 Per Response- 0.25
Exam / Quizzes	Assessment of knowledge including true/ false, multiple choice, fill-in-the-blank, short answer, essay questions, etc.	0.5 hours / 10 multiple-choice questions 1 hour / 10 for short answer questions 0.25 hours/essay question
Field Trips	Faculty directed outside of class experience.	1:1 hours for the length of experience
Fieldwork	Faculty-directed field activity. May include student teaching or clinical counseling assessment. Required time should be listed on the course syllabus.	1:1 for length of hours
Group activity/project	Faculty-directed group activity targeted toward specific learning objectives.	1:1 hours for the length of each meeting
Group or organization participation	Faculty-directed participation in an outside group or organization.	1:1 for the length of observation or participation time
Guest Presentation	Faculty-directed viewing of a film or filmed speaker event	1:1 hour for the length of

Course Component Direct Instruction	Description	Hours Per Occurrence
	related to course objectives.	the presentation
Hands-on simulated, active, learning	Independent application of learning.	Time estimated by faculty
Lab Assignments	Lab assignment planned with a pedagogical objective.	Time estimated by faculty
Lecture online, live synchronous/asynchronous	Faculty delivered synchronous or asynchronous presentation and instruction related to course objectives.	1:1 hours for the length of the lecture
Library Guidance and overview	Faculty faculty-directed basic overview; is part of the research process and includes searching and evaluating resources related to course objectives.	1 hour
Multimedia	Faculty-directed use of video, screencasts, podcasts, music, etc.	1 hour or 1:1 hour for the length of media
Orientation to Course / Technology	Faculty-directed orientation to course and/or review of technology related to course objectives.	1:1 hours for the length of activity
Readings	This is for reading out of classroom work/homework. • Standard- 3-4 minutes per page • Scientific- 5-10 minutes per page	4- 10 mins/page
Self or Peer Assessment of Work	Facilitated and monitored activity with a pedagogical purpose.	1 hour
Service Learning	Involvement in and out of class with service to the community as the pedagogical strategy.	1:1 hours for length of activity
Student Project	Faculty-directed activity targeted toward specific learning objectives; student works independently and completes a project with faculty-provided guidance. Can count each week as an occurrence.	1 hour

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